

# California P-16 Council

## Subcommittee 4 Report and Recommendations

How can we address the short-term problem of ninth graders entering high school unprepared to master essential content and skills?

### Subcommittee 4 Members

Linda Murray, Coordinator  
Shelley Davis, Back-up Coordinator  
Sandy Clifton-Bacon, Recorder  
Manny Marantal, Timekeeper  
Carrie Allen  
Jack Gordon (deceased)  
Dian Hasson  
Bill Jackson  
Allison Jones  
Luis Rodriguez

Rina DeRose-Swinscoe, Consultant  
California Department of Education

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The essential question examined in this report is, How can we address the short-term problem of ninth graders entering high school unprepared to master essential content and skills?

### **Brief Rationale**

Our subcommittee has researched the best practices for helping ninth graders to catch up when they enter high school unprepared. We have distilled the best of what we have found in the three recommendations we are submitting. They directly address the essential question stated previously.

Through our research and discussions, we determined that a broader framework must be established if all students are to succeed in high school. We agreed that students' success in high school would be greatly enhanced through a required academic or career plan for all students from middle school or junior high school through the postsecondary level. The plan must identify the college or career-technical pathways associated with the individual student's goals, and it must be reviewed annually, and modified as needed, as the student progresses through high school. Family involvement in developing and reviewing the plan is also critical for implementing it successfully.

Within this context we submit our recommendations that address the short-term problem. We are convinced that the greatest impact on students will occur when they understand that academic learning is relevant to their lives and tied directly to their postsecondary aspirations.

Finally, we find that the alarming number of California students entering high school who are below basic or far below basic in English-language arts (ELA) and mathematics is totally unacceptable and that the interventions we propose are urgently needed. We assert that a large percentage of high schools in California are in a state of crisis and that state funding is absolutely essential for implementing all three of our recommendations, whether the funds are appropriated as new funds or are derived from repositioning current funds that are being allocated for other, less critical priorities.

### **Recommendations**

Our subcommittee's recommendations have been formulated after an extensive nationwide review of successful programs for ninth grade intervention. We drew on the most salient characteristics of the programs, which are described in detail in the section "Review of Pertinent Research and Data Used to Draw Conclusions and Make Recommendations." Our recommendations are listed as follows:

1. School districts shall provide research-based, state-funded bridge programs for exiting eighth graders who are below basic or far below basic on the California Standards Tests (CSTs) in ELA or mathematics or both. Participation is mandatory for those students who are far below basic. Additional funding sources are needed to support this mandate (e.g., federal, private, community-based organizations, foundations, or private benefactors).

2. Grade nine shall be structured as a “transition-year program” designed to promote personalization and the ability of teachers to know students well. (Examples of such proven programs as Achievement Via Individual Determination (AVID) are noted in the section “Review of Pertinent Research and Data Used to Draw Conclusions and Make Recommendations.”) Funding shall be provided for a ninth grade counselor dedicated to every 250 students who are below basic or far below basic. The counselor shall be responsible for developing and monitoring interventions for those students.
3. Currently available funding for class-size reduction for all ninth grade students shall be enhanced to ensure small classes for all four core academic areas (English, mathematics, science, and social science). State funding shall be allocated to build instructional safety nets for students who are not yet proficient on the CST in ELA or algebra.

### **Review of Pertinent Research and Data Used to Draw Conclusions and Make Recommendations**

The programs that Subcommittee 4 investigated are described in this section. They all show clear evidence that they are effective in overcoming barriers to students' success in the transition from middle school to high school.

The programs described in this section are AVID; Breakthrough (Summerbridge); Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP); Mathematics, Engineering, Science Achievement (MESA); Talent Development High School (TDHS); and Trio Programs.

#### **Achievement Via Individual Determination**

AVID is an elective class designed primarily to prepare underrepresented students for the rigor of high school and beyond. In the class students are coached on developing effective study and organizational skills, working in collaborative tutorial groups to support learning, and participating in critical reading and writing activities.

#### **How the Program Works**

During a typical week, students spend two days in collaborative tutorial groups, two days with critical reading and writing activities, and one day on study and organizational support. Teachers assigned to the class would receive training at AVID summer institutes. Training is also available for content area teachers in a summer institute that focuses on incorporating writing, inquiry, collaboration, and reading in the design and delivery of content instruction.

#### **The Challenges**

For maximum effectiveness, providing training for both the AVID elective teacher and the subject-area teachers is critical to ensure consistency in the introduction, practice, and feedback of Writing, Reading, Inquiry, and Collaboration (WICR) strategies.

## **How the Program Is Funded**

Schools or school districts or both are responsible for funding the AVID elective teacher tutors and the materials. Regional county offices of education provide technical support and training and monitor for quality throughout the school year through a legislative state grant.

## **Why This Program Was Used as an Example**

AVID's philosophy is that all students benefit from the demands of rigorous work if they are supported with proven strategies for study and organizational skills and with the best teaching practices that are the hallmark of the AVID program.

## **Breakthrough (Summerbridge)**

Breakthrough, founded in San Francisco in 1978 as Summerbridge, annually prepares more than 2,100 low-income, high-potential middle school students to succeed in rigorous college preparatory programs. The key to Breakthrough's success is the Students Teaching Students model. Each year more than 700 outstanding college and high school students are trained as Breakthrough teachers, receiving extensive support and supervision from professional teachers. Breakthrough teachers make strong connections with their students and function as positive role models and mentors. They bring to life the idea that it's "cool to be smart."

## **How the Program Works**

At 25 locations across the country (four in California), Breakthrough runs a tuition-free, academically intense program in which a diverse group of low-income middle school students learn the academic and leadership skills they will need to succeed in college preparatory high schools, in college, and throughout life. The students are drawn from overcrowded public schools with limited resources. Among the students, 90 percent are of color, 68 percent qualify for free or reduced-price lunch programs, and 75 percent would be the first in their family to attend college.

The core of the Breakthrough model is an intensive six-week summer program that includes rigorous academics within small classes of seven students. Enrichment programs, including creative arts and public-speaking opportunities, complement the academics. Students attend all-day classes five days a week and average more than two hours of homework each night. During the school year students attend after-school and Saturday sessions.

## **The Challenges**

One of the key challenges for implementing the program is transportation. Many of the sites are located on the campuses of private schools, which are typically not in the immediate communities where the students live. During the summer session, many sites provide transportation. The after-school program presents special challenges since it occurs in the middle of the day when parents or guardians are less able to provide transportation, and it requires students to travel from their regular schools to the

program instead of from home (as during the summer). The solution is often to locate the after-school program in libraries or in other facilities within the students' communities.

### **How the Program Is Funded**

Local Breakthrough sites are self-sustaining in that they raise their funds from a mix of donations from corporations, foundations, and individuals. The national Breakthrough program also raises its funds from a diverse mix of donors, helps other sites with local fundraising, and initiates securing funding for joint grant proposals with local sites where possible.

### **Why This Program Was Used as an Example**

Breakthrough shows strong evidence of its efficacy. A comprehensive four-year assessment study by Stanford University and the American Institutes for Research provides rigorous quantitative data showing that Breakthrough prepares disadvantaged students to succeed in high school and college. For example, 79 percent of Breakthrough alumni attend academically rigorous college preparatory high schools. Other data show that 57 percent of Breakthrough students were taking algebra or geometry in the eighth grade compared with the national average of 25 percent (traditionally those courses are the gatekeepers of higher-level mathematics courses). More than 90 percent of the ninth graders and more than 80 percent of the tenth graders in the Breakthrough program were enrolled in a rigorous mathematics course that put them on track for college. Also, 74 percent of the ninth graders and 92 percent of the tenth graders were taking either biology or another advanced science course. Most important, the study showed that Breakthrough is equally effective regardless of students' gender or race. Traditionally, boys and students of color are more educationally at risk, and boys are less likely to enroll in supplementary education programs.

Finally, after being introduced to the craft of teaching at Breakthrough, more than 70 percent of Breakthrough's teachers enter the field of education, strengthening and diversifying America's teaching corps. Two-thirds of Breakthrough's teachers are of color compared with 14 percent of public school teachers. Because of the rigorous, rewarding nature of the Breakthrough teaching experience, *The Princeton Review* has consistently named Breakthrough as one of the top ten internships in the United States along with those in the White House and the Supreme Court.<sup>1</sup>

### **Gaining Early Awareness and Readiness for Undergraduate Programs in California**

Gaining Early Awareness and Readiness for Undergraduate Programs in California (GEAR UP) is a middle school program designed to give low-income students the skills, encouragement, and preparation needed to pursue postsecondary education. GEAR UP's regulations address the development of effective mechanisms for collaboration and for strengthening academic programs and student services at participating schools.

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<sup>1</sup> Scott McLeod, and Laura Pochop, telephone interviews. January 2006.

The vision statement for the California model is “Academic Excellence and College Access for **all** students.”

### **How the Program Works**

The goal of GEAR UP is to increase the number of low-income middle grade students prepared to enter and succeed in high school and postsecondary education through partnerships between schools, colleges and universities, the private sector, and community organizations. To achieve that goal, schools must provide increasing support and opportunities for these students. The primary focus of GEAR UP in California is to support the adults in the middle schools—the administration, faculty, and parents—because they provide direct services to the students. Through those adults California GEAR UP is committed to increasing opportunities for all students. As such, this grant is unique among GEAR UP's national programs because its services focus on schools and adults. The desired result is systemic change and whole-school reform. California GEAR UP provides professional development and support services to help middle schools in enhancing their organizational capacity through the creation of a self-sustaining culture that supports going to college. Review of the results during the past five years has lead to the following four expectations for the development of model middle schools with such a culture:

1. All students develop an individual academic plan from the middle grades through high school. The students are helped to plan a program that would prepare them for high school coursework and postsecondary education.
2. All schools provide rigorous coursework for all middle grade students and increase the percentage of advanced courses offered: mathematics (including prealgebra and algebra), English-language arts, science, and social science.
3. All schools provide academic support each year for all students scoring at basic or below on the California Standards Tests.
4. All schools provide information on colleges and financial aid to all middle grade students and their families.

Resources provided by California GEAR UP for participating schools during a two-year period are:

- College Board pre-Advanced Placement (AP) workshops for teachers
- AVID workshops for teachers
- ACT Discover program license and training (educational and career planning)
- Parent Institute for Quality Education (PIQE) parent workshops
- Family Initiatives Project parent workshops
- College: Making It Happen (a guide, including an academic planner, for each student in grades six through eight and a video for each school)
- Referral to <http://www.californiacolleges.edu> for information on colleges and financial aid and for academic planning

- Ongoing workshops for the principal and leadership team from each participating school to give them the skills to lead schoolwide reform and to develop a culture that promotes going to college

### **The Challenges**

Major program challenges are tracking on multiple evaluation components, gaining family participation, and working with schools toward sustainability of effort. Because the school-based model is located in middle schools throughout California, tracking students' progress throughout high school is another challenge.

### **How the Program Is Funded**

The 1998 Reauthorization of the Higher Education Act established GEAR UP. Funds are provided through the U.S. Department of Education for state grants and local partnerships. Concomitant with the program's collaborative focus, federal funds allocated through GEAR UP must be matched by a large investment from institutions and partners across California. California GEAR UP (the grant for the state as a whole) and the 43 GEAR UP partnership projects have served 196,000 students in 187 middle schools in 80 school districts since 1999. California GEAR UP has received a new grant for 2005 through 2011, with 52 middle schools currently in the planning phase. California receives more GEAR UP resources than any other state.

### **Why This Program Was Used as an Example**

GEAR UP stipulates that middle schools, higher educational institutions, community organizations, and the private sector must collaborate to ensure that students prepare for college. This mandate recognizes that all sectors of our society share responsibility for ensuring that youths acquire the skills, knowledge, and competencies needed to compete in the global marketplace, and it recognizes that our nation's future depends on achieving this outcome. Through this systemic change model, the focus remains on a commitment to **all** students.

### **Mathematics, Engineering, Science Achievement**

Mathematics, Engineering, Science Achievement (MESA) academically supports some 20,000 educationally disadvantaged students so that they can excel in math-based studies and graduate with degrees in engineering, science, and technology. MESA operates at 58 sites throughout the state at the precollege, community college, and four-year university and college levels. MESA's precollege program serves more than 340 schools through 19 sites throughout California. Direct services are provided by a network of MESA advisors, who are math and science teachers at the school sites.

About 74 percent of MESA high school graduates go on to college, compared with 49 percent of California graduates. Some 29 percent of MESA's African American, Latino American, and American Indian students are eligible to attend the University of California, compared with 6 percent of California students from these backgrounds. And 57 percent of MESA's students go on to college as engineering, science, or other math-based majors. MESA also offers professional development in math, science, and

engineering to teachers, most of whom work in low-performing schools. The program is an intersegmental partnership that includes the University of California (UC), California State University system (CSU), California Community Colleges, independent California colleges and universities, and kindergarten through grade twelve. Because of its demonstrated effectiveness, MESA enjoys strong support from approximately 200 corporations, such as AT&T, PG&E, Chevron, Hewlett Packard, and Boeing. The MESA precollege model is replicated in seven states.

### **How the Program Works**

MESA offers rigorous academic enrichment in math, science, and engineering to students from educationally disadvantaged circumstances. MESA serves students primarily at the middle school and senior high school levels. The Academic Performance Index (API) scores of most MESA schools rank among the state's lowest quintiles. Teachers select students for MESA who have the potential to do well in math and science if they can receive academic enrichment and support and guidance. MESA provides these students with hands-on activities to reinforce math and science concepts, effective study skills training, individualized academic planning, and college and career exploration (in concert with university and industry partners). The program involves parents in its activities.

MESA also provides important professional development in math and science, targeted especially to teachers in low-performing schools. These developmental activities, held during the summer and throughout the school year, provide teachers with new curriculum (based on California's math and science standards) and innovative classroom approaches. Examples of activities are the use of interactive, Web-based software developed by MESA that can help teachers quickly assess students' levels of understanding of key math concepts and track students' progress, two-week institutes that integrate science and math learning through the use of technology as the bridge between the two subject areas, and symposiums that disseminate information on the best practices among the more than 500 MESA math and science teachers.

### **The Challenges**

One of the most difficult challenges MESA faces is recruiting teachers to serve as MESA advisors because teachers are so overextended. They must deal with such critical issues as population growth in public schools, high-stakes testing, the changing landscape of public school administration, No Child Left Behind mandates, and so forth. Furthermore, MESA schools often have high numbers of English-language learners, low API scores (mentioned earlier), and large numbers of students from lower socioeconomic backgrounds. MESA's professional development opportunities are an important draw to sustain advisors and attract good new ones who recognize MESA's value in offering personal professional growth opportunities and in providing academic support for promising students.

### **How the Program Is Funded**



MESA receives \$5.2 million in UC and state monies distributed through UC and \$2.4 million in state funds for local MESA community college centers distributed through the California Community College Chancellor's Office. In 2004-05 MESA leveraged an additional \$12 million in corporate, foundation, National Science Foundation (NSF), and other monies for scholarships, leadership conferences, and other resources that are important supplements to MESA's basic core services.

#### **Why This Program Was Used as an Example**

MESA has demonstrated that it can improve students' performance in math and science. MESA has worked in schools for more than 35 years, refining its model by identifying and consolidating the best and most effective practices in supporting students' success in math and science.

MESA is a strong force for improving in math and science teaching, especially in low-performing schools. MESA's professional development initiatives help teachers in these subject matters to become more effective. Consequently, all the students those teachers touch benefit from MESA, not just those students directly involved with the program.

MESA's success stems from its ability to forge strong working partnerships among all strands of education and industry so that resources can be coordinated to focus on students' academic success in math and science.

#### **Talent Development High School with Career Academies**

The Talent Development High School (TDHS) with Career Academies is a comprehensive reform model for large high schools facing serious problems with student attendance, discipline, achievement scores, and dropout rates. Influenced by research on dropouts, the program staff designed the model's objective to improve achievement and other outcomes for at-risk students by focusing on their academic and career interests. The first Talent Development High School was established in 1994 by the Center for Research on the Education of Students Placed At Risk (CRESPAR) at Johns Hopkins University and Patterson High School in Baltimore. Since then, the program has expanded to high schools nationwide. For a list of schools using the TDHS model, see <http://www.csos.jhu.edu/tdhs>.

#### **How the Program Works**

The model consists of specific changes in school organization, management, curriculum, and instruction, and it provides for parent and community involvement and professional development for staff members. The developer of the model asserts that it strives to balance its core components with a school's local needs and circumstances.

A school must complete an application process, which requires that a vote of the staff be taken and that at least 80 percent of the staff support participating in the program. The recommended plan is for the school to take three years to implement the approach, one year for planning and two for implementation. During the planning phase the school

must select a steering committee to review proposals and select themes for the career academies. Each faculty member chooses the academy in which he or she wishes to teach, and the principal selects a management team for each academy. The team must consist of an academy principal and an academy instructional leader.

Before school opens after the first year of implementation, the new physical layout of the school must be reorganized, including building separate entrances for each academy and moving teachers in the same academy into a common area in the building.

Schools are required to use the talent development guidebooks during the planning year and the talent development curriculum after the program has been implemented. However, no other specific materials or supplies are provided or required.

Key components of Talent Development High Schools with Career Academies are described as follows:

- Academies are self-contained, small learning communities of students and teachers.
  - The Ninth Grade Success Academies, organized into a team of four or five teachers and a maximum of 180 students, are meant to provide students with a smooth transition into high school. Each team has a common planning time and shares a particular part of the school building, including computer and science labs. A separate management team (the academy principal and academy instructional leader) is in charge of the Ninth Grade Success Academy.
  - The Upper Grades Career Academies have 250 to 350 students in grades ten, eleven, and twelve. Career academies provide all students with a college preparatory curriculum and work-based learning experiences supported through business and industry partners. Students study in one of several career pathways within the academy, and teachers are organized into pathway teams. The number of career academies depends on the size of the school.
- The four-period schedule is organized into four 80- to 90-minute periods to allow for "student-centered" instruction, such as cooperative learning, projects, and simulations. All academies have a four-period day for two 18-week terms per school year.
- The special curriculum for the ninth grade features transition to advanced mathematics and strategic reading courses to supplement the regular algebra and English courses and to provide more exposure to mathematics and English for students who need it. Ninth graders also take a freshman seminar to acquire social and study skills, gain computer literacy, and learn about college and

careers. Students in all grades are a part of the Student Team Literature and Talent Development Writing program in addition to taking their regular English courses.

Staff development is extensive for teachers on the use of the 90-minute class period, incorporation of technology into instruction, familiarity with a variety of learning activities to engage students in higher-order competencies, and development of departmental exams to establish uniform coverage and external evaluations in common courses.

- The interventions model provides summer, Saturday, and an after-hours credit school for students who need to make up credits for failed classes. It also operates Twilight School, an alternative after-hours program for students who have serious attendance or discipline problems, who were suspended from another school, or who are coming from incarceration. Twilight School offers small classes and extensive support services. The goal of the program is for students to earn their way back to regular day school after a four- or five-week period by developing coping skills to succeed there.

### **The Challenges**

The schools targeted with this initiative face populations of students who are labeled at-risk for various reasons: social, economic, and academic deficiency. Students enter the ninth grade several grades below the freshman level. For the model to succeed, the ninth grade academy team must get students to perform at their grade level. Although the ninth grade academy model offers tremendous structural advantages that have demonstrated gains in retaining students from ninth to tenth grade with proper credits, not all students have necessarily gained the academic grade levels required to be ready for tenth grade work. Some schools have felt the need to create a tenth grade academy model that would allow students who are far below their grade level to remain in the structured environment that served them well in the ninth grade. This approach necessarily makes transitioning into a meaningful career pathway more difficult at the eleventh and twelfth grade levels because students have less time to devote to the rigorous academic and technical requirements.

Another challenge for many schools has been funding. When only some schools participate in the initiative in a given district, funding is more problematic. Some schools, districts, or both have fallen victim to changing central office administrations that may cut needed dollars from the budget for staff, professional development, materials, or scheduling. If this initiative is to succeed, it must become a fundamental part of how money is allocated across the district.

### **How the Program Is Funded**

Planning and implementation costs vary, depending on local circumstances. Costs include those for physical changes to the school and for those associated with staff

reorganization, planning time, and professional development. Schools must also pay for

services provided by the TDHS program facilitators and for texts, program evaluation materials, and the annual partnership fee.

Schools and districts are expected to provide funding or to secure grants to cover costs. Districts are encouraged to incorporate the program costs beyond the organizational phase into the general budget. An estimate of the organizational phase costs is 1 to 2 percent of the school budget. Costs for subsequent phases depend on the school's or district's access to funds for technology, books, instructional materials, and professional development.

### **Why This Program Was Used as an Example**

The TDHS model is particularly useful for schools or districts or both with significant populations of at-risk students in large school settings. The most interesting aspect of the model is the focus on the importance of the ninth grade. The ninth grade is challenged with getting students ready for higher-level studies and with catching their imaginations. The TDHS model attempts to overcome both challenges by giving the ninth grade a rigorous curriculum with support systems and by introducing career pathways. The structure motivates students to continue to the next grade level and ultimately to finish high school.

### **TRIO Programs**

In 1965 "Congress established a series of programs to help low-income Americans enter college, graduate and move on to participate more fully in America's economic and social life."<sup>2</sup> These programs are referred to as the TRIO Programs.

### **How the Programs Work**

"The academic and human services as administered through the TRIO Programs are comprehensive and must go beyond the traditional services offered by high school or college counselors. Many students in the TRIO Programs receive instruction in literature, composition, foreign languages, mathematics and science. In addition, students receive assistance in completing college admission and financial aid applications, tutorial services and exposure to cultural events."<sup>3</sup>

"Students enrolled in today's TRIO Programs mirror our nation's multicultural and multiethnic society."<sup>4</sup>

"TRIO Programs and TRIO Professionals are consistently available to their students. In fact, some TRIO programs enable students to meet with counselors during the summer,

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<sup>2</sup> Council for Opportunity in Education. <http://www.coenet.us/abouttrio.html>

<sup>3</sup> Council for Opportunity in Education. [http://www.coenet.us/whatisTRIO\\_talkingpoints.html](http://www.coenet.us/whatisTRIO_talkingpoints.html)

<sup>4</sup> Council for Opportunity in Education. [http://www.coenet.us/whatisTRIO\\_programatagance.html](http://www.coenet.us/whatisTRIO_programatagance.html)

in the evening or on weekends. Many TRIO Professionals, as part of their specified program objectives, visit students at home to discuss courses or career plans.”<sup>5</sup>

“As most TRIO Programs serve fewer than 250 students, TRIO counselors have an opportunity to work one-on-one with each student. Unlike traditional counseling programs, TRIO Professionals get to know each student on a first-name basis.”<sup>6</sup>

“Over a period of several months or years, TRIO Professionals build both personal and professional relationships with their students. Such positive relationships are critical to the success of every TRIO Program. The staff of each TRIO Program creates a climate of support for students as they strive to move out of poverty and dependence.”<sup>7</sup>

“Like their students, many TRIO Professionals had to overcome class, social, academic, and cultural barriers to succeed in higher education. As a result, they can effectively relate to their students and know how to motivate young people and adults in spite of the obstacles that often serve to discourage students from low-income families.”<sup>8</sup>

“While student financial aid programs help students overcome financial barriers to higher education, TRIO Programs help students overcome class, social and cultural barriers to higher education.”<sup>9</sup>

“Two of the TRIO Programs, Talent Search and Upward Bound, are early intervention programs. These programs effectively reach students in grades six through twelve who have ‘college potential’ but often do not recognize or understand their academic and career options beyond high school. Each year, these two programs keep thousands of promising young low-income and minority students in school and focused on career and college success.”<sup>10</sup>

### **Talent Search Programs**

“In addition to counseling, participants receive information about college admissions requirements, scholarships, and various student financial aid programs. This early intervention program helps people from families with incomes under \$24,000 (where neither parent graduated from college) to better understand their educational opportunities and options. Over 386,000 students are enrolled in 471 Talent Search TRIO Programs.”<sup>11</sup>

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<sup>5</sup> [http://www.coenet.us/whatisTRIO\\_talkingpoints.html](http://www.coenet.us/whatisTRIO_talkingpoints.html)

<sup>6</sup> Ibid.

<sup>7</sup> Ibid.

<sup>8</sup> Ibid.

<sup>9</sup> Council for Opportunity in Education. <http://www.trioprograms.org>

<sup>10</sup> [http://www.coenet.us/whatisTRIO\\_talkingpoints.html](http://www.coenet.us/whatisTRIO_talkingpoints.html)

<sup>11</sup> [http://www.coenet.us/whatisTRIO\\_programataglace.html](http://www.coenet.us/whatisTRIO_programataglace.html)

## **Upward Bound**

“Upward Bound helps students to prepare for higher education. Participants receive instruction in literature, composition, mathematics, and science on college campuses after school, on Saturdays and during the summer. Currently, 774 programs are in operation throughout the United States.”<sup>12</sup>

## **The Challenges**

“Although 11 million Americans critically need to access the TRIO Programs, federal funding permits fewer than 7 percent of eligible youth and adults to be served.”<sup>13</sup>

## **How the Program Is Funded**

The TRIO Programs are federally funded under Title IV of the Higher Education Act (approximately \$242 per student for Talent Search). “As mandated by Congress, two-thirds of the students served must come from families with incomes under \$28,000, where neither parent graduated from college.”<sup>14</sup>

“TRIO Programs are funded based on clear evidence that the program is needed in a particular community or town. Criteria used in determining need in a specific area include income level, education attainment level, dropout rates, student to counselor ratio, social and economic conditions, and overall demographic data.”<sup>15</sup>

“Each TRIO Program operates against specific, measurable outcome objectives as clearly defined in each approved grant proposal. TRIO Program directors are held accountable and must meet their stated objectives each year if they expect to remain funded and able to help participants in their targeted service area.”<sup>16</sup>

## **Why This Program Was Used as an Example**

The 2,700 existing TRIO Programs have served “nearly 866,000 low-income Americans.” Students in the early intervention programs (Talent Search and Upward Bound) have been found to be “four times more likely to earn an undergraduate degree than those students from similar backgrounds who did not participate in TRIO.”<sup>17</sup>

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<sup>12</sup> Ibid.

<sup>13</sup> [http://www.coenet.us/whatisTRIO\\_talkingpoints.html](http://www.coenet.us/whatisTRIO_talkingpoints.html)

<sup>14</sup> <http://www.trioprogams.org>

<sup>15</sup> [http://www.coenet.us/whatisTRIO\\_talkingpoints.html](http://www.coenet.us/whatisTRIO_talkingpoints.html)

<sup>16</sup> Ibid.

<sup>17</sup> <http://www.trioprogams.org>

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- "Talent Development High Schools with Career Academies." Mountain View, Calif.: EdSource Online, 2002. [http://www.edsource.org/edu\\_refmod\\_mod\\_tdhighschools.cfm#top](http://www.edsource.org/edu_refmod_mod_tdhighschools.cfm#top).

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### **Web Resources**

The following Web addresses are from the Council for Opportunity in Education:

<http://www.trioprogams.org>

[http://www.coenet.us/whatisTRIO\\_programataglace.html](http://www.coenet.us/whatisTRIO_programataglace.html)

[http://www.coenet.us/whatisTRIO\\_talkingpoints.html](http://www.coenet.us/whatisTRIO_talkingpoints.html)

<http://www.ed.gov/about/offices/list/oep/trio/index.html>